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the laboratory. Purpose of laboratory work. Grouping. Directions. Noise. Care of the laboratory.

3. *Geography*.—Influence of geographic environment upon man. The evolution of that environment. Political geography. Commercial geography. Use of pictures. Maps. Sand and chalk modeling.

4. *Literature and reading*.—What determines the selection for study. Oral reading. Effect of dramatic reading: (*a*) upon thinking; (*b*) upon the emotions; (*c*) upon the orderly expression of the emotions; (*d*) upon acting. Dramatization of stories. Morning exercises. Special day exercises: Thanksgiving, Christmas, Washington's birthday, Decoration Day, Commencement.

5. *Mathematics*.—Some defects in teaching number. Its application to history, geography, and nature study. Geometry in the industrial arts. Generalized number.

6. *Music*.—A means of self-expression. Choice of songs: (*a*) in relation to thought; (*b*) in relation to subjects of study. Notation: how introduced; with what motive. Scale relations and melodies.

7. *Gymnastics*.—Does body indicate normal development for age? Laws of growth and development. Characteristics of adolescence. Physical habits: standing position; position of body for reading, writing, and singing. Condition of sense organs. School hygiene—seating, lighting, heating, and ventilating. School diseases.

8. *Expression*.—Necessity for expression. Effect of expression. The modes of expression: painting, drawing, making, modeling, music, oral reading, speech, writing. What is the value of each? Acquisition of skill. Penmanship. Economy of effort. Preparation and care of materials used. Management of painting and drawing exercises.

VI. *The daily program*.—Should it be flexible or fixed? Grouping of pupils. Basis of promotions.

VII. *Social life of pupils*.—Games and plays. Entertainments. Parties. Frequency. Nature. The child's motives in these activities.

VIII. *Relation of the school to the larger community*.—The school as a social center. Parents' receptions. Mothers' meetings. Lecture courses. The teacher as a citizen of the community.

## THE KINDERGARTEN.

BERTHA PAYNE AND ANNE ELIZABETH ALLEN.

### KINDERGARTEN THEORY AND PRACTICE.

BERTHA PAYNE.

THE kindergarten is a community in which a child may gain his first experiences of life in a large group of equals.

The family from which he comes usually stands to him as a small group of superiors. In accommodating himself to the new conditions moral training follows. Social impulses are fostered and directed. The growth of body and mind must go on with the aid of fuller means of self-expression.

The study of the kindergartens is the study of the child in his social relationship during the play period. During the ensuing six weeks the topics discussed will be illustrated by the actual work and play of the kindergarten, and by the presentation in the classes of typical lessons in hand-work, plays, and games.

1. *The nature of the child in the play stage.*

1. Impulsive activities in relation to growth of imagery: (a) necessary relation to acquisition of modes of control; (b) growth of the power of influence in relation to action.

The impulsive activities of children are the necessary and fundamental means by which they extend their knowledge, acquire strength and skill, and take the first fundamental steps in tracing causal relationship. They must have scope (freedom) and materials.

2. Types of imagery: visual, tactile, auditory, and motor.

3. Toys, and Froebel's gifts, considered as means of furnishing incentives to action and means of arousing imagery.

4. Order of development of play: (a) Experiment, imitation, invention, and the force of accidental discovery in each mode. Symbolic play. (b) Froebel's gifts; their comparative value; use and abuse. (c) Building contrasted with making; differences in degrees of strength of imagery demanded by each kind of construction. (d) Test of value lies in fitness of each to child's power; each new step must include the old and add to it.

II. *The social appeal*: Its force in shaping a child's play and work.

1. Occupations of the home: housekeeping, cooking, marketing, sewing.

2. Occupations outside the home: trades and industries.

3. Civic life in its more concrete phases; transportation in all forms, protection, street service.

4. Modes of expression spontaneously employed by children to express their interest in these experiences. Speech, gesture, drawing, painting, modeling, making, singing. How does the kindergarten differ from the primary grades in use of these modes?

III. *Contact with nature.*

1. Daily experiences and what to do with them. Records, inferences, experiments, dramatizations.

IV. *Plays as dramatic representations.*

1. Value in securing a comprehension of the nature and motive of thing represented.

2. What is worth playing?

3. Selection of some typical situations from environment and literature.

V. *The function of literature* (stories, poems)—to deepen sense of values or to bring knowledge? Lists of stories, graded. *Mother Goose* and fairy-tales. Froebel's *Mother-Play Book*.

VI. *The place of work in kindergarten life.*—Balance between symbolic living of experience and the pursuit of real ends. What shall be the test to determine when children need representative play, and when work?

VII. *Planning outlines for the kindergarten* with a view to living as an organized community, finding relative place of excursions, various modes of expression, housekeeping, games, and songs, and of an approach to nature study.

VIII. *Relationship between play and art.*—Development of every phase of childish interest into its corresponding art, or science, or field of research.

## WORK WITH THE KINDERGARTEN CHILDREN.

ANNE ELIZABETH ALLEN.

THE problem presents itself of six weeks' work with little children, from three to six years of age, who are new to the teachers and probably to each other, and who may or may not have been in a kindergarten before. With no knowledge of the individual children it seems safe to begin to play with them the simplest little games, selecting, when possible, those that are familiar to them and best fitted to unify the different individuals into a social body, with common interests and common purposes. The season and the adjacent park suggest constant outdoor work, and we shall plan to spend a large part of our time outside the schoolroom. If possible, we shall plant seeds in the kindergarten, making our own flower-pots and having them baked in the kiln. At the same time we shall make a series of little playthings that the children will take to the park to play with. Games with these will be devised, and, when possible, suggested by the children.

As questions concerning the outside conditions surrounding

us are asked, we shall gradually begin to watch the growth of grass, flowers, and trees; to notice the forms they take, the colors and odors, the way the leaves grow on different trees, the trees that afford the best shade, the forms of flowers, etc. The birds and their songs and habits, together with insect life in its relation to plant life, the effect of the wind, rain, and sun, and the clouds, will in turn be observed, and their movements and other characteristics will be represented.

SUBJECT: THE RELATION OF THE SUN TO ALL LIFE.

I. *Relation to the home life.*—(1) Rising sun determines: time of getting up; time for breakfast. (2) Setting sun determines: time for supper; time for going to bed. (3) Position of different rooms in home with regard to rising and setting sun. Which rooms have sun all day?

II. *Relation to plant life.*—(1) Best place to plant flowers or vegetables. (2) Best position in the schoolroom for plants. (3) Do plants show by their way of growing their position in relation to the sunlight? (4) Watch growth of grass in the sun and shade. (5) How do the trees generally keep their leaves in relation to the sun?

III. *Relation of sun to animal life.*—Animals that love the sun: cows, dogs, chickens, etc.

IV. *Relation of the sun to eggs of insects and other animal life.*—Caterpillar, moth, snake, turtle, etc.

*Materials:* Clay, sand, paints, raffia, willow, large building blocks, yarn, wood.

*Playthings:* Marbles, balls, jumping ropes, hoops, magic rings, horse reins, kites, and boats.

Clay—marbles, balls, flower-pots.

Paints—color marbles and balls; paint trees, flowers, landscapes.

Willow and raffia—hoops, jumping ropes, magic rings.

Building blocks—paths in park, streets, window-boxes, seats in park, windows in homes, summer houses.

Wood—kites and boats.

*Stories:* "Clytie;" "Phaeton;" "The Three Neighbors" (June COURSE OF STUDY); "Rhœcus;" "Old Pipes and the Dryad" (Stockton).

*Games:* Jacob and Rachel; Finding the Sun; The Light Bird; Sunbeam Fairies; Rising and Setting of the Sun; dramatizing the story of "Clytie;" growth of seeds; rain, wind, clouds; flight of birds, butterflies, bees, etc.

*Songs:* "When I'm Softly Sleeping," "The Light Bird," "Lips Tell Good Morning" (*Smith's Songs*, Part I); "Did You Ever See a Lassie?" "A Partner so Merry," "Rain Shower," "Rain Coach" (*Smith's Songs*, Part II); "The Brownies" (*Gaynor's Songs*); "Lullaby" (*Hill's Songs*).

*Instrumental music*: Clara Louise Anderson, *Instrumental Characteristic Rhythm*, Parts I and II; A. D. Scammel, *Musical Rhythms for Piano*.

*Rhythm*: Marching, simple skipping, running, tiptoe running, sunbeams, clouds, butterfly and bird movements.

## NATURAL SCIENCE.

WILBUR S. JACKMAN, ALICE P. NORTON, IRA B. MEYERS.

IN order to meet as fully as possible the needs of those who desire work in nature study, the subject will be presented in three closely related courses. Course I deals with the subject in its general aspects, and Courses II and III deal with special topics in considerable detail. During the first three weeks, Course I will be open only to those who enter for the first half of the term. During the last three weeks it will be open (1) to those who enter at that time and (2) to those who are taking either Course II or Course III, and who may desire a somewhat broader survey of the field.

The primary- and grammar-grade teachers who elect Course I will be assigned to separate sections, and the work will be adapted to each. The sections will be divided into groups for convenience, and each group will be assigned according to the choice of the individual to definite work upon which each student will be expected to make reports as often as necessary. The subjects given to the groups will be selected from the subjoined syllabus of topics. Each group will report to the entire class, so that the mutual relations of the different lines of study will appear. The topics for discussion will be assigned to different groups for presentation, through which the pedagogic aspects of the subject will be considered.

### COURSE I. PEDAGOGICS OF NATURE STUDY.

WILBUR S. JACKMAN.

I. *Field work as a basis for nature study*.—(1) The landscape as a moving picture; its daily, seasonal, and more general aspects; those related to the work of man. (2) The chapters in landscape history; procession of plants and animals; their interrelations; plants and animals as constructive and